PPAT® Assessment

Library of Examples – English Language Arts

Task 2, Step 3, Textbox 2.3.1: Reflecting on the Assessment for the Whole Class

Below are two examples of written responses to Textbox 2.3.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

The work you submit as part of your response to each task must be yours and yours alone. Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

Guiding Prompt for Task 2, Textbox 2.3.1

a. How will your data analysis inform or guide future instruction for the whole class?

b. What modifications to the data-collection process would you make for future use? Provide a rationale.

c. What modifications to the assessment would you make for future use? Provide a rationale.

d. In what ways would an assessment that is different from the type used in this task allow students to further demonstrate their achievement of the learning goal(s)?

Example 1: Met/Exceeded Standards Level

a. I have learned that through my data analysis of the baseline and assessment data I have learned that results from active collaboration, specific instructions, and asking students to articulate their thought process resulted in improvement. My learning activities were designed to engage listening, conversation, and movement from the students. This required less of me lecturing and more collaborative learning. I will utilize this knowledge so that future instruction is oriented towards to students' discussion, learning from each other, and interacting with the material. I also believe that for my assessments I learned that being specific, such as modeling how to label parts of the passage and giving them a space to explain the decisions they made, makes a lot of difference in seeing evidence of their learning.

b. In the future I want to continue that pattern of modeling for students and giving them a chance to articulate their reasoning. I would definitely make sure that both the students and I know what the possible answers are so that data can be collected more easily.

c. If I did the assessment again I would out the rhetorical devices in bold and ask the students to then label the three rhetorical devices. This would have led to less confusion for my students over analyzing and labeling everything and would have made data collecting and assessing the students understanding easier. I would try to be even more specific when asking them to provide brief explanations to explain why they labeled parts of the paragraph as Ethos, Pathos, and Logos. I would not just write that they should explain but that they should say why and how each rhetorical device is used. I will also put the parts of the paragraph that are utilizing rhetorical devices in bold and ask the students to distinguish which parts of the paragraph in bold are Ethos, Pathos, or Logos. This will ensure that the students are not confused on how much of the paragraph they should label as a certain rhetorical device and might help the students be able to hone in on these aspects of the paragraph.

d. An assessment that takes the task one step further would be good so that they could understand the written and spoken use of rhetorical devices. If they were given a speech, such as Martin Luther King Jr.'s "I Have a Dream" speech, and had to read the speech while listening to the speech and highlight and label the rhetorical devices being used, they would be given an example of the way using rhetorical devices sound. The spoken word requires intonation and articulation in order for the rhetorical devices to work properly on the audience and this would help my students make that transition from recognizing rhetorical devices in their written form to their spoken form.

Refer to the Task 2 Rubric for Textbox 2.3.1 and ask yourself:

In the candidate's reflection on the assessment for the whole class, where is there evidence of the following?

- How the data analysis will inform future whole-class instruction
- A rationale for how the data analysis will inform future whole-class instruction
- Necessary modifications to the data-collection process in the event that the assessment is administered again
- A rationale for the modifications to the data-collection process
- Consideration of a different assessment that will allow students to demonstrate their achievement of the same learning goals

Why is the candidate's reflection substantive?

Example 2: Did Not Meet/Partially Met Standards Level

a. My data showed me that I need to provide the answer in discussion, so what are the themes in the Great Gatsby, but also providing may not be themes in the novel. That way students are able to see "ok this is a theme because of this evidence" and "this is not theme because of this evidence. For future instruction I will make sure to show both ends of the answer.

b. I would make it even more low stakes when collected post data. The post data of theme was from their fail exam with has a lot at stake. Although the test was the next class still having an environment with less tension could have boosted the outcomes.

c. I would provide differentiated worksheets for students of all reading levels. That way students are all hitting the same concepts just more at their skill level. This assignment

rally was just right for the average student, a tad too easy for the accelerated student, and able to be modified for the weaker student.

d. I think writing a persuasive argument about theme would also work in the classroom. I only had kids reflect on why they grasped on to a specific theme but having them defend their theme with evidence would be a great activity.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.1 and ask yourself:

In the candidate's reflection on the assessment for the whole class, where is there evidence of the following?

- How the data analysis will inform future whole-class instruction
- A rationale for how the data analysis will inform future whole-class instruction
- Necessary modifications to the data-collection process in the event that the assessment is administered again
- A rationale for the modifications to the data-collection process
- Consideration of a different assessment that will allow students to demonstrate their achievement of the same learning goals

Why is the candidate's reflection minimal?

Suggestions for Using These Examples

After writing your own rough draft response to the guiding prompts, ask the question, "Which parts of these examples are closest to what I have written?" Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.